**PLC Suggestions**

* Meet regularly, for two hours per month. You could meet weekly for ½ hour, every other week for one hour, or once a month for two hours. Be sure to allow enough time between meetings to implement instructional strategies, but don’t allow so much time to pass that you lose momentum.
* Feel free to meet off campus and combine socializing with your PLC work.
* Be sure to build in a few minutes to regroup after the day for each meeting before you begin your work if you’re meeting directly after school.
* Make detailed, modest, individual action plans at the first meeting and revise the action plans based on evidence collected and input from others. Be sure to share action plans with one another, gathering input, as well as ensuring you’ve committed publicly to the plan.
* If your group is larger than two, rotate responsibilities.
  + Facilitator: remind PLC members (and Shannon) about the meeting at least two school days in advance, and keep the meeting moving forward during the meeting.
  + Timekeeper: ensures that group allocates agreed upon times for each section of the meeting.
  + Recorder: sends PLC meeting documentation and revised action plans to Shannon.
  + Norm monitor: ensures PLC members all adhere to agreed upon norms.
* Plan opportunities to observe one another as new instructional strategies are implemented. Be creative about using studio days and/ or observations tied to your TPEP focus in order to ensure you can get into one another’s classrooms.

**Potential PLC activities**

* Reading about an instructional strategy and planning, implementing, and debriefing use.
* Designing, field testing, and refining learning progressions.
* Designing and providing feedback on learning targets and success criteria.
* Designing and implementing hinge questions and / or exit slips and debriefing use.
* Considering samples of students’ work and potential next steps for instruction.
* Designing, implementing, and debriefing a feedback strategy.
* Designing, implementing, and debriefing a discussion strategy.
* Planning activities for a studio day and debriefing the observation.

**PLC Resources**

Tasks

* Article *Launching Complex Tasks* by Kara Jackson, Emily C. Shahan, Lynsey K. Gibbons, and Paul A. Cobb
* *Mathematical Mindsets* by Jo Boaler, chapter 5 Rich Mathematical Tasks
* WEBBs Depth of Knowledge

Grouping

* Chapter *The Teacher’s Role* from *Designing Groupwork* by Elizabeth Cohen and Rachel Lotan
* Article *ELLs and Group Work: It Can Be Done Well* by William C. Zahner
* *Mathematical Mindsets* by Jo Boaler, chapter 7 From Tracking to Growth Mindset Grouping
* *Designing Groupwork* by Elizabeth Cohen and Rachel Lotan

Mindset

* *Mathematical Mindsets* by Jo Boaler, chapter 2 Mindset and Brain Research
* *Mathematical Mindsets* by Jo Boaler, chapter 9 Teaching for a Growth Mindset

Learning Progressions

* *Bringing Math Students into the Formative Assessment Equation* by Creighton et al, chapter 6
* *Transformative Assessment* by James Popham

Formative Assessment

* Article *Five “Key Strategies” for Effective Formative Assessment* by Dylan Wiliam NCTM
* *Bringing Math Students into the Formative Assessment Equation* by Creighton et al, chapter 1 Formative Assessment
* *Bringing Math Students into the Formative Assessment Equation* by Creighton et al, chapter 2 Learning Targets and Success Criteria
* *Bringing Math Students into the Formative Assessment Equation* by Creighton et al, chapter 3 Gathering, Interpreting, and Acting on Evidence
* *Bringing Math Students into the Formative Assessment Equation* by Creighton et al, chapter 4 Feedback

Discussion

* *Five Practices for Orchestrating Productive Mathematics Discussions*
* Article *Never Say Anything A Kid Can Say*
* Accountable Talk Source Book <http://ifl.pitt.edu/index.php/educator_resources/accountable_talk>